Review paper

Developing General Persian Course Planning Components and Their Case Evaluation

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Abstract

General Persian is one of the main subjects in the educational program of Iran's universities and higher education institutions. The general Persian course plays a significant role in raising students' linguistic, literary, and cognitive abilities. For this reason, all students in different fields of study must pass this course and acquire the necessary skills within the framework of its teachings. Research shows that almost a thousand general Persian textbook books have already been written and taught in various universities. Considering the importance of the general Persian course and its effect on students' linguistic and literary skills, there is no indication for writing a comprehensive general Persian book yet, and most of the authors have written books out of their taste. In the present study, while identifying the need for writing a unique general Persian book based on the principles of lesson planning, ten books used in Tehran universities were examined and evaluated. The findings revealed that most of the previously prepared books do not have the essential prerequisites of curriculum planning.

Keywords: General Persian, curriculum planning, educational components, Case Evaluation

INTRODUCTION

Academic literature has long had a significant function due to its use by individuals who contribute to a nation's professional landscape. The academic resources for general Persian courses, primarily authored by professors of Persian language and literature, have not been included in the curriculum by the Ministry of Science. The absence of a designated chapter for these resources poses challenges in establishing a cohesive teaching approach, primarily due to the dynamic nature of literature. The presence of this problem, together with the absence of a distinct objective and vision for this book, has inadvertently or deliberately resulted in the prominence of Persian language and literature courses in shaping its character and general framework. The literature in the

Persian language often includes renowned prose and poetry pieces, with sections dedicated to grammar, writing conventions, and epistolary practices (Barforoshi & Rezvanian, 2018). In this section of the study, we will examine the issue at hand, as well as the imperative and intended objectives The textbook book is often regarded as the most crucial medium of educational material. This paper aims to examine and analyze the position, significance, and indispensability of doing research on textbook books.

Academic literature has significant value within the realm of education. A book serves as a medium of communication via which a scientific message is conveyed to readers. There are many aspects that might impede the efficacy of communication between the literary work and the reader. The act of reading a book facilitates a kind of non-verbal communication between

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the author and the readers, which is conveyed via the lens of cultural legacy. The significance of the book lies in its ability to compile and safeguard fragmented information. Simultaneously, owing to constraints such as limited length, the book is unable to comprehensively include all material across many areas. Consequently, the presence of a teacher serves to supplement and augment the content.

The connection between a textbook book and learning is highly interdependent, with the former playing a crucial role in supporting the latter. The inclusion of this component within the curriculum is crucial, since it must align with the overall curricular framework. The use of textbook books has a rich historical background both globally and within our nation. Notably, the inception of Dar al-Funun, the University of Tehran, and other esteemed institutions of higher learning has contributed to the widespread adoption of textbook books. Multiple definitions of textbook books have been put out, which suggest that a university textbook book is a publication that is curated in accordance with a certain curriculum and set of goals, possessing a specified length, and used in educational courses across diverse disciplines within tertiary education.

A textbook book serves as a valuable tool for acquiring knowledge, and it is important to make effective use of the learning process throughout the stages of preparation and editing. At the outset, readers should be adequately equipped to engage with the textbook content of the book, and this readiness is facilitated via the inclusion of an introduction section. Upon perusing the enumerated lists, the reader is provided with a comprehensive overview of the subject matter. In the preface, the reader is introduced to the constraints and challenges encountered during the compilation of the book. Furthermore, the introduction offers a succinct overview of the book's content. The learning objectives section acquaints the reader with the anticipated outcomes to be attained upon completion of the study. In the introduction, the reader familiarizes themselves with the textbook backdrop of the subject matter, as well as the structure and composition of the content and materials. Additionally, the in-

troduction provides information on the writers, translators, and individuals involved in the book's preparation, as well as the practical application of the book's contents in the reader's personal and professional endeavors.

LITERATURE REVIEW

According to Hartley, the act of summarizing a chapter enables the reader to form a thorough understanding of the book. However, Hartley argues that summaries possess a distinct purpose and location within the textbook. The author categorizes the summaries used within the textbook into three distinct groups: introductory, textbook, and final summaries. Introductory summaries serve the purpose of assisting the reader in deciding their interest in reading the book, while also aiding the learner in organizing the ensuing information. The function of "introductory summaries" inside the textbook might serve as an introductory element at the beginning of a chapter. In this particular kind of summarization, the use of technical terminology included within the original textbook is not feasible. The purpose of textbook summaries is to provide concise summaries of the talks that have been given, while also offering suggestions for potential future discussions. The final summaries or conclusions serve the purpose of enumerating and critically assessing the principal arguments and ideas presented in the work. The chapter's conclusion is presented concisely, often spanning just one or two pages. It is distinct from the main body of the book, serving to enhance the organization and ease of access for students seeking to retrieve information. It is important to acknowledge that the chapter's summary serves to highlight the primary aspects of the book and should refrain from including subjects that are not addressed within the textbook. The summary of the content may be visually emphasized by placing it inside a box or using distinct typography to differentiate it from the rest of the textbook. According to Armand (2018, p. 48), Hartley and Trueman (1985) performed a series of five experiments examining the use of instructional materials with introductory and concluding summaries. The findings of this study indicate that the act

of summarizing the information contributes to enhanced retention of the textbook. According to Armand (1383, p. 98), within this domain.

Methods of Textbook book Content Analysis

The present study aimed to explore the prevalent methodologies and methods used in the analysis of textbook book material. There are two classifications for content analysis techniques: a) quantitative method that refers to a set of research techniques that include the collection and analysis of numerical data. This approach is characterized by an emphasis on objectivity and statistical analysis, and involves the analysis and quantification of the content of a tale, as well as the interpretation of the findings, b) qualitative method that prioritizes the identification and exploration of implicit and concealed features within the textbook, drawing upon the insights derived from the emerging area of conceptualization (Fathi Vajargah, 2018).

In accordance with an alternative categorization, the examination of textbook book material often employs two broad approaches: readability formulae and list tools. These approaches include several methodologies. Readability formulae are used to assess the level of linguistic intricacy in a certain textbook, such as a novel, or to gauge the overall readability of other written materials. The algorithms used in this study assess the level of readability by examining the textbook's content of the book. This study primarily focuses on the lexical and structural aspects of a textbook, using quantitative measures such as word, phrase, and paragraph counts, as well as a specific formula, to ascertain the textbook's level of complexity or its suitability for a certain age or educational level. The subsequent method used is the utilization of list tools. Inventory tools primarily consist of pre-established sets of questions that are either responded to by the reader or assessed by the researcher. These inquiries address several aspects, including the quality of materials, expenses, writing proficiency, the incorporation of visual and aural teaching aids, cultural alignment, and other related concerns.

Empirical Research

Barforooshi and Rezvanian (2018) conducted a study titled "A Critical Analysis of the Detrimental Effects of General Persian Textbook. This study highlights the significance of the general Persian book as an academic resource, emphasizing the need for a structured chapter framework. The absence of such a framework has resulted in the production of several books on this subject matter. This study adopts a critical perspective to analyze a selection of twelve Persian novels from a wide range of sources accumulated over a span of around forty years, taking into account their academic and geographical dispersion. This study demonstrates that the nature of perception significantly influences the writers' attitudes regarding this instructional session. The majority of these books do not deviate from the purpose of high school Persian literature books. The collector's thoughts and perspectives are only evident in the selection of textbooks, and the books lack distinct design, authorship, and appeal, except for their presentation of a curated collection of poetry and prose works with a discerning and intentional approach. The endeavor to curate a collection of esteemed and dignified literature has resulted in the marginalization of other discourses and literary styles that are deemed "educational" in these volumes. The majority of these books adopt an author-centered and textbook-centered perspective, neglecting any opportunity for audience engagement. Consequently, they exhibit a static and passive attitude. The findings of this study underscore the importance of crafting and composing a deliberate and organized book within the textbook of a literary course that is often offered at the university level.

In a scholarly analysis conducted by Panahi (2015), an examination of the critique surrounding general literature textbook books was undertaken, with the aim of proposing potential remedies to enhance students' educational outcomes. The findings suggest that the design of general university Persian literature textbook books seems to be influenced by personal preferences, with the selection of textbooks mostly driven by the author(s) rather than a

comprehensive consideration of other factors. Determining the objectives and aims that these textbook books need to adhere to. A need to revise these textbook books in order to enhance education and develop a textbook book that offers the utmost complete information within a minimal volume, relative to other textbook books, while also fostering student motivation to study and comprehend the material to the fullest extent feasible. There is a perceived rise.

A study was conducted by Esfahani Boland Balaei (2017) titled "The Pathology of General Persian Textbooks and Their Teaching Method." Within the textbook of Persian research, this study represents a critical opportunity for the professor of literature to forge a nuanced and profound connection between the ancient culture and the contemporary thinking of the younger generation. By imparting enduring pedagogical methods, the professor aims to cultivate the abilities and enjoyment of reading and writing among the students. Meanwhile, the book serves as a valuable instrument for comprehending and attaining this objective. Research findings indicate that certain Persian books published in the past ten years have experienced a decline in their overall quality due to authors rushing through the writing process and prioritizing personal preferences and financial gains. Consequently, these books have exhibited deficiencies that negatively impact the instructional approach of professors and the academic progress of students. In this study, the author has conducted an analysis of the quantity and substance of a compilation of contemporary Persian literature, while also evaluating the pedagogical approach used in select courses. The author proceeds to provide recommendations for improvement in each of these areas, with the intention of providing constructive feedback without diminishing the value of the writers' contributions. The offered information has proven to be relevant and beneficial. Developing a comprehensive instructional framework for composing Farsi literature, encompassing the selection of morally and socially provocative textbooks, prioritizing meticulous wordcraft and the acquisition of written language proficiency, offering novel

research resources not readily available online or in commercial outlets, and incorporating additional strategies delineated in the scholarly literature, are among the proposed interventions that hold potential for effecting substantial transformation within this pedagogical textbook.

Aliqolizadeh (2016) conducted a study titled "The Needs, Goals, and Approaches of the General Persian Curriculum in Universities: A Case Study of General Persian at Payam Noor." This study focuses on a three-unit university course that is mandatory for all students pursuing general Persian and expert degrees, with the exception of those majoring in Persian language and literature. Numerous textbook books have been authored and assembled for these three units, lacking clear objectives and a cohesive framework. Instead of possessing a definitive purpose, plan, and methodology, they are predominantly influenced by personal preferences. Consequently, these textbook books exhibit diverse and occasionally conflicting approaches in organizing content and conveying information. One of the textbook books in question is the general Persian textbook book used at Payam Noor University. This particular textbook book exhibits numerous issues pertaining to its structure, rhetoric, grammar, semantics, and content. Additionally, the accompanying tests also present problems that necessitate a comprehensive review and potential rewriting of a new textbook book. It is imperative to adopt an approach that addresses these aforementioned issues and seeks to resolve them effectively. The individuals in question are the ones being referred to. This article examines the issues surrounding a specific book, focusing on the collection and categorization of these difficulties. Additionally, it delves into the broader topic of the disorder seen in generic Persian textbook books, taking into account other contributing elements. To effectively address the aforementioned challenges and produce a comprehensive university textbook book, it is essential to establish explicit objectives for the textbook book and thereafter use suitable methodologies to get the desired outcomes. This endeavor

necessitates the collaboration of professionals from many literary disciplines.

In a scholarly essay titled, Deviation from the Title in General Persian Authorship, Hakim Azar (2015) conducted a study in which thirty books were reviewed. The author asserts that out of the thirty novels analyzed, only three of them included all the necessary elements pertaining to writing, while the other books were chosen in a random manner. Several of these issues have been duly considered.

In their work titled "General Persian Problems," Seyedan (2015) examines a selection of published books whereby the writers omit the explicit articulation of the goal and significance of teaching Persian literature in their respective introductions. The specific inquiries that the individual believes the book is intended to address remain ambiguous. Furthermore, the conceptual underpinning of the work is not precisely elucidated.

Research Questions

Based on what was stated above, the following two questions were posed in the present research:

RQ1. What are the lesson planning components of the general Persian course?

RQ2. To what extent are the existing general Persian textbook books based on the accepted lesson planning components?

METHOD
Participants

The researcher selected a sample of twelve university instructors with extensive teaching expertise in general Persian literature for the purpose of conducting interviews. The selection of participants was guided by the objective of attaining a comprehensive understanding of the subject matter. Consequently, individuals meeting specific criteria were chosen as samples. These criteria included possessing a master's degree or higher, expertise in the field of book writing, and a minimum of 10 years of teaching experience in general Persian. Throughout the duration of this study, the researcher had the opportunity to engage with a substantial cohort of individuals possessing a

considerable depth of knowledge. Additionally, the researcher presented many illustrative scenarios to further enhance the understanding of the subject matter. Subsequently, an interview was carried out by the researcher, whereby the participants voiced concerns over the shortcomings seen in Persian literature. The determination of sample size in qualitative research is contingent upon the researcher's decision-making and judgment, with no established set of criteria in place. According to Patton, the determination of an appropriate sample size necessitates a balancing act between the scope of the study and its level of detail. Finally, in order to conduct a thorough and extensive evaluation, a selection of general Persian literature was sent to five prominent professors specializing in curriculum development, accompanied by a researcher-developed questionnaire.

Instruments and Data Collection Procedure

The main instrument of the present study was a researcher-made questionnaire based on the viewpoints of the participating experts. This was achieved through the utilization of both open-ended and closed-ended questions. The results ended up with a questionnaire mainly on subject matter for subsequent rounds According to McGarry (2009), it is well-recognized that open-ended inquiries have the potential to enhance the quantity and quality of data gathered. During this phase, the researcher requested each expert included in the study to individually articulate their thoughts and opinions without any restrictions. The experts were expected to provide a concise and anonymous list of issues they wanted to discuss (Jones & Hunter (1995).

Based on the theoretical framework of Delphi's (Lindeman, 1975) method, in this phase, successive consultations were held with experts in the domain of Persian language and literature, wherein appropriate preparations were made to facilitate the interview process, and all the information gathered during the interviews was meticulously documented and put into practice. Following the preliminary interview, the collected data was subjected to analysis and organization. Initial coding was performed, and information extraction was

carried out to facilitate the compilation of the second stage questionnaire. The questionnaire for the second phase underwent many rounds of changes and scrutiny by renowned academics. It was finalized with a total of 20 questions, using a five-point Likert scale. Subsequently, the questionnaire was sent to the professors and subjected to thorough analysis.

In the next phase of the study, an assessment was conducted on general Persian literature with the assistance of subject matter specialists in the area of curriculum, focusing on the curriculum components. The use of document-based methodology was employed to align the components of the curriculum with the instructional materials, namely textbook books, utilized in higher education institutions within the nation.

Data Analysis Procedure

The data gathered from specialists in Persian language and literature was subjected to analysis using descriptive statistical techniques. The study focused on core indicators such as mean, median, and mode. The Spss program was used for data analysis.

RESULTS

In order to examine the research questions, curriculum planning experts were asked a number of questions. The results are as follows:

First question: Are the goals for the textbook books generally defined in each chapter?

To answer the research questions, 10 general Persian textbook books were examined. From the total number of five curriculum planning experts, all of them agreed that the general Persian textbook books studied and taught in the country's universities do not have general goals specified for the target audience.

Second question: Are there detailed goals for each chapter of the textbook books?

To answer the research questions, 10 general Persian textbook books were examined. From the total number of five curriculum planning experts, all of them agreed that the general Persian textbook books that were examined and taught in the country's universities lacked

specific objectives in each chapter for the target audience.

Third question: Are the behavioral goals specified in each lesson?

To answer the research questions, 10 general Persian textbook books were examined. From the total number of five lesson planning experts, all of them agreed that the general Persian textbook books that were examined and taught in the country's universities lacked behavioral goals in each lesson for the target audience.

Question 4: Is there an abstract for the audience in each chapter?

To answer the research questions, 10 general Persian textbook books were examined. From the total number of five curriculum planning experts, all of them agreed that the general Persian textbook books that were examined and taught in the country's universities lacked abstracts in each chapter for the audience.

Fifth question: Does the content have a specific order and sequence in general Persian books?

To answer the research questions, 10 general Persian textbook books were examined. Out of the total number of five curriculum planning experts, all of them agreed that the general Persian textbook books studied and taught in the country's universities lacked a specific order and sequence in each chapter for the audience.

Question 6: Is content logic defined for each chapter?

To answer the research questions, 10 general Persian textbook books were examined. From the total number of five curriculum planning experts, all of them agreed that the general Persian textbook books that were examined and taught in the country's universities lacked content logic in each chapter for the audience.

Seventh question: Are functional activities determined in each lesson in order to strengthen learning in the learner?

To answer the research questions, 10 general Persian textbook books were examined. From

the total number of five curriculum planning experts, all of them agreed that the general Persian textbook books that were examined and taught in the country's universities lacked functional activities in each chapter for the audience.

Question 8: Are the performance tasks specified for the learner at the end of each lesson?

To answer the research questions, 10 general Persian textbook books were examined. Out of the total number of five lesson planning experts, all of them agreed that the general Persian textbook books that were examined and taught in the country's universities lacked performance assignments for the audience at the end of each lesson.

DISCUSSION AND CONCLUSION

Based on the obtained results, in this section, the research questions are restated and answered.

According to the investigations conducted by two distinct groups, comprising specialists in the domain of Persian language and literature, as well as experts in curriculum planning who actively contribute to the development and production of educational content sanctioned by Iran's educational system, the results of this study indicate that the prevailing Persian textbook book books employed in the nation's universities lack a foundation rooted in educational principles. In relation to the assessment process, it is important to note that the evaluation methods in our country's higher education system are determined by educational institutions.

The first research question in the present study was: What are the lesson planning components of the general Persian course?

Based on the results of conducted research and scientific literature in the domain of curriculum design, it has been said that the fundamental components include the objectives, content, instructional strategies, and assessment. Consensus among curriculum specialists is frequently seen in these four elements. Naturally, there are more categories of these components; nonetheless, the primary focus of the components is around these

particular objects. Due to inherent scientific limits and inadequacies in the area of general Persian, it has been included as an educational component in the curriculum sanctioned by the Ministry of Science for undergraduate students. This inclusion seeks to enhance the overall knowledge base of the student population. The integration of specialized educational components within the educational framework is essential, and it is imperative that the curriculum components align with the prevailing standards in the area of literature and the Persian language. Upon scrutinizing Persian books of a general nature through the lens of Persian language and literature specialists, it was seen that there was a lack of alignment between the components of curriculum design and the available textbook book books.

The second research question of the study was: To what extent are the existing general Persian textbook book books based on the accepted lesson planning components?

Based on the conducted research and in light of the posed question, it is imperative to establish distinct objectives for every Persian language and literature lesson. These objectives should encompass overarching, specific, and behavioral goals to ensure that the learners are well-informed about the intended outcomes of each lesson, thereby facilitating their educational progress and personal development. Conversely, it is important for each educational entity to possess a distinct body of knowledge, and within the confines of the curriculum, the scope of identification and establishment of such body of knowledge is established in accordance with the two fundamental elements of the objective and the learner's attributes. The learner's features enable subject specialists to effectively establish clear objectives, which then influence the assessment process and the anticipated degree of the learner's behavioral outcomes. Another aspect that warrants investigation within the broader context of the Persian language curriculum components is the instructional approach used. The pedagogical approach employed in education can significantly influence cognitive engagement, aesthetic appeal, receptivity, and overall impact on learners. This aspect is extensively

explored within the field of curriculum design, specifically in relation to teaching methods and techniques that align with predetermined educational objectives. Based on the learner's qualities and the desired material, several instructional techniques may be used in the teaching of general Persian classes, including speech-based instruction, innovative approaches, role-playing activities, and narrative writing exercises. Based on the aforementioned situations, it is essential that the constituent elements of the comprehensive Farsi course align completely with the components of the curriculum in order to be regarded as an educational entity. Based on the evaluations and expert opinions, no match was found among the books under examination.

The findings of the current study have the following implications:

-There is a need for an evaluation of Persian literature in order to assess its overall quality and significance. The user's textbook does not provide any information in an academic manner. In order to meet the current demands and knowledge requirements of the audience, it is recommended that a collaborative effort be undertaken by a specialized team of curriculum planning experts and topic specialists in Persian language and literature. This team should collectively assess and change the headings of general Persian textbook book books.

--The user's textbook does not provide any information in an academic manner. Given the need to frequently review and revise all material to ensure its ongoing validity, it is essential to establish regular intervals for the review and modification of the general Persian course and the accompanying resources.

--The educational materials that are offered must adhere to the components of curriculum design.

In light of the preceding discussion, some suggestions for further study might also be put up.

--The present study used the Delphi technique as a means of conducting and collecting information. It is recommended that future studies include a blend of quantitative and qualitative approaches, in addition to other methodologies.

--In this study, the focus was just on general Persian novels. However, it is recommended that additional instructional materials pertaining to the subject of Persian language and literature be included in the analysis to assess their compliance with the educational framework.

--The establishment of a university textbook writing committee, operating under the auspices of the Ministry of Science, is being proposed. This group would be responsible for recommending educational textbooks that are specifically designed for higher education purposes.

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